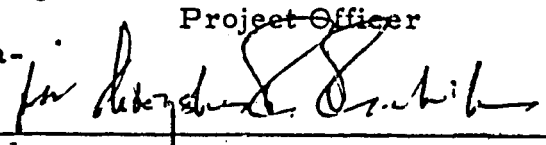
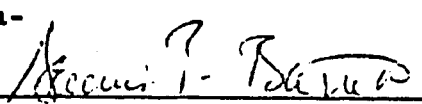


PROJECT EVALUATION SUMMARY

489-0696
4890696-4
FINAL
PD-AAD-420-A1

1. Mission or AID/W Office Name USAID/KOREA			2. Project Number 489-0696 & 489-H-085		
3. Project Title Elementary/Middle School Pilot Project					
4. Key project dates (fiscal years) a. Project Paper Signed FY 1973 b. Final Obligation FY 1973 c. Final input delivered FY 1977			5. Total U.S. funding-life of project \$2.4 million		
6. Evaluation number as listed in eval. schedule N/A		7. Period covered by this eval. From: 11/76 To: 12/77 month/year month/year		8. Date of this evaluation review 02/15/1978 month/day/year	
9. Action decisions reached at eval. review, including items needing further study (note-this list does not constitute an action request to AID/W. Use telegrams, airgrams, SPARS, etc., for action) -- With the successful completion of this project in September 1977, no new action decisions are proposed or requested as a result of this terminal evaluation. -- Recommendation made that ROKG settle as quickly as possible color versus black/white television controversy to allow KEDI to go ahead with the construction of a new transmitting facility in order to fully utilize the ITV equipment system.			10. Officer or unit responsible for follow-up ROKG		11. Date action to be completed N/A

12. Signatures:

Project Officer		Mission Director	
Signature		Signature	
Typed Name	William E. Paupe, GDO	Typed Name	Dennis P. Barrett, AID Rep.
Date	February 28, 1978	Date	February 28, 1978

Program/Evaluation Officer		Date	February 28, 1978
Neboysha R. Brashich			

13. SUMMARY - Summarize in about 200 words the current project situation, mentioning progress in relation to design, prospects of achieving purpose, major problems encountered, etc.

By late 1960's, the inadequacy and irrelevancy of the Korean public education system had become evident to many Korean educators and government leaders as the country moved from a predominantly agrarian to a more industrialized economy. This situation was exacerbated further by a number of problems unique to the Korean setting - actual lack of instructional materials and media; regional differences in student achievement; and, high parental ambition and high student motivation resulting in a "school industry."

Against this backdrop, the Korea Educational Development Institute was created in 1972. It's main task was to validate a pilot instructional system in order to develop model primary and middle school systems to be demonstrated at some 45 pilot and cooperative schools throughout Korea for subsequent nationwide implementation. Resistance to educational change was overcome and the strategy as designed and set forth in this project was carried out successfully. The initial conclusions drawn by the November 1976 evaluation that KEDI had gained likewise unprecedented public support in this undertaking was fully corroborated during the course of this terminal evaluation which also determined that KEDI had succeeded in modernizing and Koreanizing the public education system. KEDI's efforts were recently crowned by an official decision by the Ministry of Education to implement the new system starting January 1, 1979 in remote areas and island communities of Korea.

14. EVALUATION METHODOLOGY - Describe the methods used for this evaluation, i. e. was it a regular or special evaluation? was it in accordance with the Evaluation Plan in the PP with respect to timing, study design, scope, methodology and issues? What kinds of data were used and how were they collected and analyzed? Identify agencies and key individuals participating and contributing.

The evaluation, held on February 15, 1978, was the terminal evaluation under the project. The terminal disbursement date of the loan was September 13, 1977 and the Loan Completion Review Report was submitted to AID/W on November 30, 1977. This informal evaluation focused on the goal, purpose and end of project status highlighting achievements/results both planned and unplanned. Participants were: S. H. Shin, KEDI Research Development Center Chief; W. E. Paupe, USAID General Development Officer; E. A. Gales, USAID General Development Officer/Loans; N. R. Brashich, USAID Program Officer; and C. Crowley, USAID/IDI/Program Office.

15. Documents to be revised to reflect decisions noted page 1 (other side:)

☐ Project Paper (PP) ☐ Logical Framework ☐ CPI Network ☐ Financial Plan

☐ PIO/T ☐ PIO/C ☐ PIO/P ☐ Project Agreement ☐ Other

☐ This evaluation brought out ideas for a new project -- a Project Identification Document (PIO) will follow.

16. Evaluation findings about EXTERNAL FACTORS - Identify and discuss major changes in project setting which have an impact on the project. Examine continuing validity of assumptions.

The major external change in project setting which continued to impact on the project is the delay to date of the communications technology selected as an essential delivery mechanism of this project. A separate yet tangential effort undertaken by the Ministry of Education to construct and develop a multi-purpose tethered satellite system for broadcasting of both radio and television programs for instructional and educational purposes failed and was abandoned during the latter part of 1977. The ROKG Parliament has approved an additional \$3 million in KEDI's FY 1978 budget for the construction of a new ITV transmitting facility. The controversy of color versus black & white television continues (production of color television in Korea is restricted to export markets) and certain governmental agencies which do not want an independent broadcasting educational station are using the export restriction policy to hamper KEDI's overall mission. KEDI believes that its credibility with the public has been strained by this in-house fighting and concomitant delays in the full utilization of ITV. Staff morale has suffered and some staff is being lost to commercial stations preparing themselves for commercial color broadcasts which are in the offing in the not-too-distant future. This situation has prompted the one recommendation to emanate from this evaluation, namely, that this concern be brought to the attention of the highest levels of the government urging prompt resolution of this impasse.

17. Evaluation findings about GOAL/SUBGOAL - For the reader's convenience, quote the approved sector or other goal (and subgoal, where relevant) to which the project contributes. Then describe status by citing evidence available to date from specified indicators and by mentioning progress of other projects (whether or not U.S.) which contribute to same goal. Discuss causes--can progress toward goal be attributed to project, why shortfalls?

This project's goal was to "increase the efficiency and quality of the elementary and middle school educational system in Korea."

The traditional education system in Korea consisted essentially of "chalk, talk and rote memorization." This is now changing. Through KEDI's efforts over the past five years, a coordinated modern system (demonstrated, tested and ready for implementation) has been developed with such instructional innovations as new content, new differentiated staffing patterns among teachers, revised methods of student grouping and school organization, and instruction through programmed materials, radio and television.

Previously, expenditures for personnel (teachers, administrators and other staff) accounted for the lion's share of the national expenditure for education. The new system, as designed and tested by KEDI, increases the student/teacher ratio and increases the productivity of each teacher in relation to students taught, thereby eventually reducing the number of personnel required and contributing to a more cost-effective educational system.

18. Evaluation findings about PURPOSE - Quote the approved project purpose. Cite progress toward each End-of-Project Status (EOPS) condition. When can achievement be expected? Discuss causes of progress or shortfalls.

The purpose of the project was to "establish a program by 1977 to demonstrate a more efficient and higher quality instructional system at the elementary and middle school levels."

The End-of-Project Status (EOPS) has been largely met:

- An improved instructional system for grades 1 through 9 validated and functioning in 18 pilot schools. While the instructional system for the elementary schools is ready for implementation, the one for the middle schools is in the process of being finalized. This delay is due to the fact that KEDI had to produce most of the textbooks to be used in the instructional system. However, implementation of the latter system is scheduled for 1980.
- A significant number of elementary/middle level schools nationwide applying for utilization of the new instructional program. To date there are some 220 cooperative schools utilizing the new curriculum and materials at the elementary level. Another significant increase will be registered starting January 1979 when remote areas and island communities are introduced to the new instructional system. Starting in 1980 the number of participating middle schools should increase rapidly.
- Professional capability for installing the new instructional system on a nationwide basis. KEDI's professional capability for installing the new instructional system was authenticated by the official decision by the Ministry of Education to implement the system starting January, 1979. The Ministry has also officially designated KEDI as its Curriculum Development Center effective March, 1978. KEDI has currently 330 staff members - 110 researchers, 120 broadcasters, and 100 supporting personnel - all highly trained and dedicated to the task of improving and making education relevant to the needs of present-day Korea.

19. Evaluation finding about OUTPUTS and INPUTS - Note any particular success or difficulties. Comment on significant management experiences of host contractor, and donor organizations. Describe any necessary changes in schedule or in type and quantity of resources or outputs needed to achieve purpose.

Evaluation findings confirmed fact that the project strategy as carried out by KEDI had been successful, namely:

- Facilities for the ITV and IR systems as well as for personnel and administrative staff were constructed;
- ITV and IR system equipment was developed, installed and is being utilized in the production of ITV and IR programs (with the exception of ITV color transmission);
- Students' learning guides, teachers' guides, ITV and IR guides for the elementary school system were developed and tested;
- Development and testing of same materials for the middle school system is being finalized for testing in 1979/80.

- Some 5,700 school administrators, supervisors and teachers from pilot and cooperative schools have been trained in the new educational system (original target: 4,000);
- Some 35 KEDI staff members were trained in the United States in research, ITV production work and development of instructional materials (original target: 25);
- Some 8,000 instructional hours of learning programs and materials were produced (100% of target); and
- Some 650 achievement tests, including diagnostic, formative and summative tests were developed as measurement tools in the validation of curriculum and instructional materials (100% of target.)

20. Evaluation findings about UNPLANNED EFFECTS - Has project had any unexpected results or impact, such as changes in social structure, environment, technical or economic situation? Are these effects advantageous or not? Do they require any change in plans?

Some unexpected yet advantageous results have been generated by the project:

- Overachievement in many of the targets as set forth in KEDI's strategy including early decision by Ministry of Education for nationwide implementation of the new educational system;
- Policy implication that KEDI will be asked by the Ministry of Education to also develop and test a model high school system. A recent high school equalization program lowered the general student achievement results nationwide. This projected involvement will impact on the current development and testing of the middle school system;
- Formal designation of KEDI by the Ministry of Education as its Curriculum Development Center;
- Specialization of teachers at elementary school level rather than original plan to have single individual teach many subjects to one class;
- Many on KEDI's professional staff are women, several of whom hold division-level responsibilities; and
- Close working relationship with the Ministry of Education. Originally, a special endowment fund to cover KEDI's operating expenses had been set up in order to guarantee KEDI's autonomy from the Ministry of Education. However, due to inflation, monies generated by this endowment did not cover KEDI's costs so that KEDI was forced to rely on the Ministry's budgetary support. Dire predictions to the contrary, KEDI was able, after initial difficulties, to maintain its autonomy and to benefit from this closer relationship with the Ministry. While the endowment fund bears an annual income of some \$650,000, the Ministry contributes \$6 million towards KEDI's annual budget.

21. CHANGES in DESIGN or EXECUTION - Explain the rationale for any proposed modification in project design or execution which now appear advisable as a result of the preceding findings (items 16 to 20 above) and which were reflected in one or more of the action decisions listed on page 1 or noted in Item 15 on page 2.

Not applicable.

22. LESSONS LEARNED - What advice can you give a colleague about development strategy e.g., how to tackle a similar development problem or to manage a similar project in another country? What can be suggested for follow-on in this country? Similarly, do you have any suggestions about evaluation methodology?

As stated earlier, the success of this undertaking is largely due to certain factors which are unique to the Korean setting, i.e., high literacy rate (97%); high rate of scholarization (97%); high parental ambition; high student motivation; and high determination to modernize and nationalize the education system at all levels. In addition, the high quality of planning and implementation which went into the initial pilot schools contributed enormously to the success of the project and gained KEDI a large supporting constituency among students, parents, teachers and school administrators alike.

Any new system is cost additive. Approximately \$1.2 million will be needed in 1979 to introduce the new system to some 450,000 students in the remote areas and island communities of Korea. Thereafter, the new system will cost \$10 million a year to implement nationwide necessitating a slow build-up in the budgetary process. However, this should not prove an unsurmountable difficulty given the fact that Koreans on their own spend some \$20 million per annum on education.

23. SPECIAL COMMENTS or REMARKS (For AID/W projects, assess likelihood that results of project will be utilized in LDC's).

None.